



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA

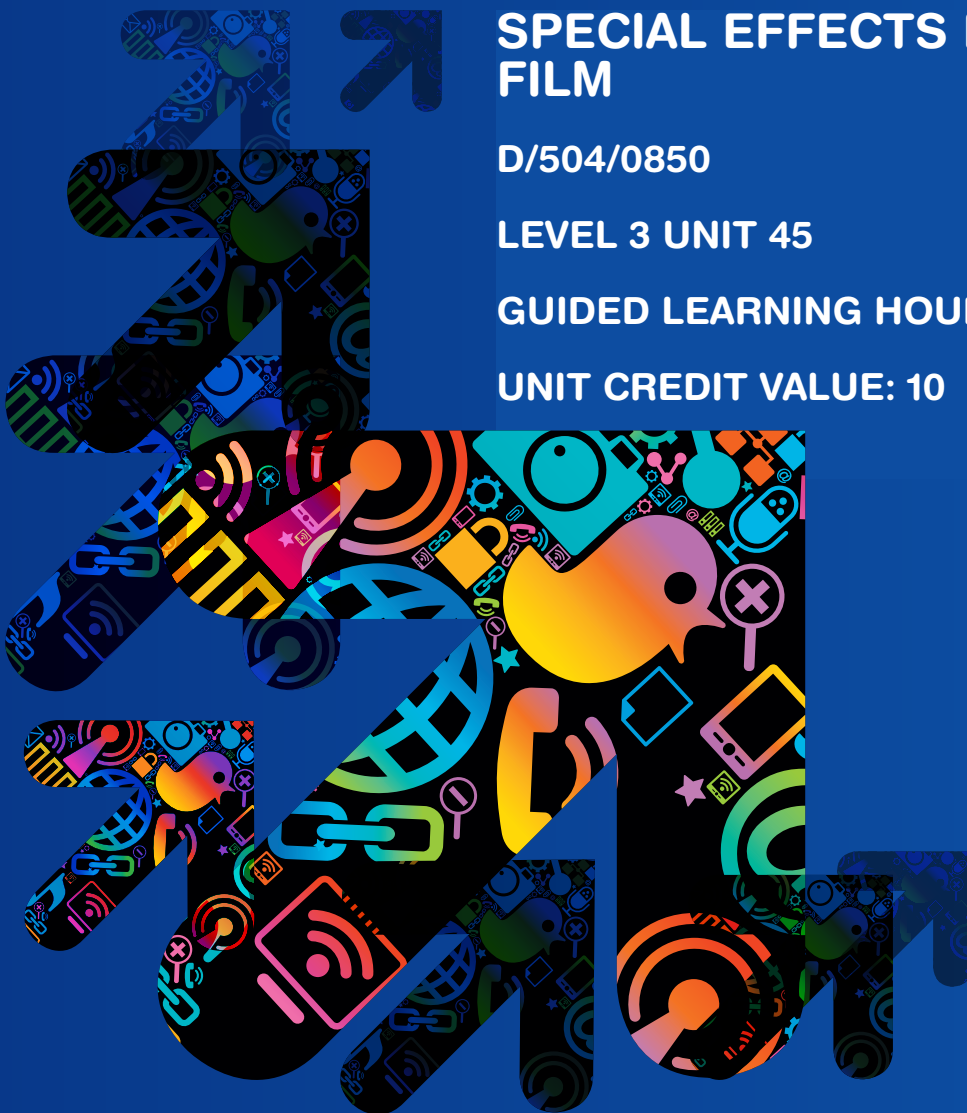
SPECIAL EFFECTS FOR TV AND FILM

D/504/0850

LEVEL 3 UNIT 45

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



SPECIAL EFFECTS FOR TV AND FILM

D/504/0850

LEVEL 3

AIM OF THE UNIT

By completing this unit learners will understand special effects techniques and their use in film and TV production. Learners will be able to develop an idea for one special effect, plan the chosen special effect, and the footage it will appear in, and then produce a planned special effect that is safe for use. They will know how to produce, and edit footage containing use of the special effect.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass The assessment criteria are the pass requirements for this unit. The learner will: The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand special effects techniques	P1 Learners analyse a range of special effects techniques and their use in film and TV production using examples from a variety of audio-visual media products		
2 Be able to plan and test the chosen special effect, and the footage it will appear in	P2 Learners develop an idea for one special effect from the following list: <ul style="list-style-type: none"> • mechanised prop • stunt prop • scale model • prosthetic makeup • pyrotechnics 		
3 Be able to plan and test a chosen special effect, and the footage it will appear in	P3 Learners plan one chosen special effect, and the sequence it will appear in, including: <ol style="list-style-type: none"> a) storyboard b) relevant plans and/or sketches for the chosen special effect c) mock ups relevant to the chosen special effect d) detailed risk assessment for the special effect production e) recce f) risk assessment for production of the footage g) permission to use special effect h) other relevant legal requirements i) compliance with relevant health and safety requirements j) following relevant safe working practices 	M1 Learners produce a storyboard that shows relevant camera directions related to the sequence and chosen special effect. Learners produce detailed annotated sketches. Contingency plans are produced that are related to the footage in which the special effect will feature	D1 Learners produce a comprehensive storyboard that shows relevant sound and/or sound effects related to the sequence and chosen special effect. Learners sketches and plans represent the special effect from a number of angles
	P4 Learners follow safe working practices to a competent level by: <ol style="list-style-type: none"> a) testing possible materials and techniques to ensure that they are feasible and appropriate for the creation of the special effect b) ensuring that the special effect is safe for use during the production of the sequence 		
4 Be able to produce and test a planned special effect safely	P5 Learners produce a functional special effect to a good technical standard, following safe working practices	M2 Learners produce a special effect that is aesthetically appropriate and fits within the intentions of the sequence it is being used in	
5 Be able to produce and edit footage containing the special effect planned for	P6 Learners produce and edit competent footage, containing use of the special effect planned for, by: <ol style="list-style-type: none"> a) setting up appropriate equipment b) following storyboard c) following safe working practices d) following production process 	M3 The footage produced by learners, containing use of the special effect planned for, is generally of a good technical standard and quality. The final edit of the footage, containing use of the special effect planned for, is generally of a good technical standard and quality	D2 Camera, lighting, mise en scène, sound and editing is used creatively by learners to enhance the impact of the special effect

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Understand special effects techniques

For example:

- mechanised props - robotic arms, animatronics etc.
- stunt props – sugar glass, balsa wood props
- scale models - buildings, spacecrafts etc.
- makeup – prosthetics etc.
- pyrotechnics – fire, fireworks, explosions etc.
- Products where these techniques are applied such as films, TV programming, music promos, adverts, TV idents, animation, internet advertising and the companies that make them

Be able to plan and test the chosen special effect, and the footage it will appear in

Consider:

Health and safety implications, risks, skills required, resources available, cost, feasibility, aesthetics, fitness for purpose, footage required

For example:

mood boards, summary of ideas, spider diagrams

Be able to plan and test a chosen special effect, and the footage it will appear in

For example:

The planned special effect could be one of the following:

- mechanised prop
- stunt prop
- scale model
- prosthetic makeup
- pyrotechnics

Consider whether the planned special effect footage will be used in a larger production. If so, plan the special effect and its footage appropriately.

- an industry standard series of panels or rough sketches which outline the sequence of the special effect footage, including sound; consider a variety of filming angles and shots when planning footage for the special effect

- special effects – drawings, plans, mock ups; consider suitability of materials for the planned effect
- Learners conduct recce of suitable indoor or outdoor locations for production work, for example: Filming locations, interior i.e. studio location and exterior location. etc. Take notes and pictures for rest of production team. Evidence could take the form of written notes, proforma, audio notes, photographs
- risk assessments for the:
- materials that you are planning to use for the special effect
- production of the special effect
- use of the special effect
- studio or location
- identify potential hazards/risks and find resolutions to any problems
- permission to film, permission to use effects on location, legislation covering use of materials (eg. Control of Substances Hazardous to Health Regulations)
- working within the scope of the risk assessment and health and safety guidelines

Consider:

- health and safety implications of materials and techniques planned for
- properties of materials planned for use – fitness for purpose, stability, consistency of reactions/responses
- working within the scope of the risk assessment and health and safety guidelines
- the special effect produced functions as expected.

Be able to produce and test a planned special effect safely

The chosen special effect should be fit for purpose, consider:

- technical quality
- aesthetic quality
- health and safety when working with materials and equipment

Ensure:

- the special effect produced functions as expected

- any functional issues that arise during the test are resolved before shooting footage
- any health and safety issues that may arise during the test are resolved.

Be able to produce and edit footage containing the special effect planned for

For example:

- include cameras, tripods, dollies, lighting, sound equipment
- use the pre-production material, storyboard as reference to the production process
- working within the scope of the risk assessment and health and safety guidelines
- this could include direct cast and crew to realise your visualisation of the production, film the production, operating the camera under direction, operate sound equipment and check sound using headphones during production

For example:

- The special effect footage could appear in a larger production.

DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the pass grading criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

In order to achieve this unit, learners must produce evidence that meets all the pass grading criteria. There are no other additional requirements for this unit.

Learners should gain knowledge, understanding and skills through practical tasks related to their own productions as well as professional produced media products. Whilst this could be a standalone unit it could also be an integral part of other units including, 17, 18, 41, 43, 46, and 65.

If working as a team, learners should ensure that they have identified their contribution to the planning and execution of any task involving teamwork, this should be supported by a witness statement from the tutor. If learners are working as a team this presents the opportunity for individuals to draw on their strengths and also to develop new skills.

P1: Tutors may find it valuable at the outset of the unit to define the difference between special effects and visual effects, there are a number of useful website with this information. Learners should be taught the principles of textual analysis for audiovisual media. Learners should also understand the media theory relevant to signification such as denotation and connotation, so that they are able to analyse the special effects techniques used in audio/visual productions. Learners need to consider fitness for purpose of the special effects, the role of the special effects coordinator, the function of the special effect and its aesthetic appeal to the audience, the realisation of the special effect including the materials, processes and techniques used in the construction. Learners could look at the different types and range of uses of special effects in audiovisual products through case studies, using sources such as the Internet, written material, DVDs to inform their research. It may also present an opportunity, where possible, for learners to

undertake a visit to special effects studio or the centre could arrange a visit to a special effects practitioner. It maybe helpful for learners to be exposed to a number of genres, in which special effects are used special features on certain DVD's can be a valuable teaching resource, when introducing special effects techniques to learners. Their findings could be evidenced by outcomes such as a written textual analysis, annotated material, slide presentation, commentary over audiovisual material, blog. Learners should approach their analysis with a view to understanding how they would approach their own special effect.

P2: Learners should be encouraged where possible to discuss their ideas especially in terms of fitness for purpose and the footage that maybe required, discussions could be as a group or with the tutor. All ideas should be recorded as evidence of both group and individual work. At this stage learners should try to generate a range of ideas and not restrict the possibilities based on the analysis undertake. These ideas should be discussed with their tutor in terms of resources, feasibility and especially with regards to health and safety implications, as this is an important factor in this unit. Suggested evidence could be produced as mood boards, spider diagrams, sketches, minutes of meetings or a written synopsis of their ideas, blog.

P3/M1/D1: When planning for a special effect and its corresponding footage learners, should where possible, be using professional practises, in this respect it may be helpful for learners to undertake visits to relevant media organisations, this maybe particularly relevant where the Centre has links to relevant industrial partners. Teacher led skills workshops could focus on developing key skills in planning which learners would find beneficial in producing their planned material. Plans could take the form of whole sketches of the special effect or full cover artwork with explanatory annotations, mock ups. Sample material may include details of the special effect, samples of materials to be used, sample construction materials, samples of construction techniques i.e. joints (if relevant) etc. Concept material could include cross section drawings, schematic visuals, 2D and 3D visuals etc. Learners may use either UK or US standard plans / elevations for their 3D set and work to an appropriate scale. Risk assessments should be conducted for every location where filming will take place with or without a special effect and for the production of the special effect, learners could include photographic evidence in addition to written notes, industry standard risk assessment formats

should be adopted the risk assessment should consider relevant legal requirements when using certain materials and techniques for the planned special effect. It is important that thorough recce are conducted for where the learner intends to use the special effect. The Health and Safety Executive (HSE) or Broadcasting Entertainment Cinematograph and Theatre Union (BECTU) may provide learners with useful sources of information. Learners should be made aware of the legal issues applicable to filming on location and the use of a special effect during filming on location or in a studio, permission to film usual needs to sort from authorities in this instance it would be essential. Evidence of the planning of the special effect could take the form of mock ups, notes considering material to be used, annotated sketches and drawings. All evidence such as the storyboard where possible, should reflect industrial working practises.

P4: Learners should be made aware of the various properties of materials that could be used to create a special effect. How these materials react under various conditions and in various situations, are the proposed materials the right ones to create a special effect and are there any potential health and safety implication. This could be taught in a series of supervised tests on the suitability of materials for the proposed special effect and students could record their finding in written format with supporting photographs and an audio visual recording.

P5: Learners when producing their special effect should wherever possible work to a deadline and follow industry standard production processes. Learners should be taught appropriate production and making skills in line with commercial practices, which may be possible through teacher led skills workshops, or where possible inviting guest practitioners to the Centre. It is also important that learners adopt safe working practices in line with the production process of the making of their special effect and adhere to their risk assessments. The Health and Safety Executive (HSE) or Broadcasting Entertainment Cinematograph and Theatre Union (BECTU) may provide learners with useful sources of information. At all stages of construction learners should consider the aesthetic appeal of their special effect within the intention of the planned sequence and consider adapting and adjusting the special effect where appropriate and/or relevant. Evidence of the learner's contribution to the making of the special effect especially if working in a group, should be identified by the learner for instance photographs of learner setting up and using the equipment. Evidence of the learner's contribution should be supported by a witness statement from the tutor.

Learners should conduct tests of their special effects to ensure the safety of the special effect. The tests should check for functionality and any potential health and safety implication. These should be resolved before filming inline with the risk assessments. This could be taught in a series of supervised tests of the functionality of the special effect and learners could record their finding in written format with supporting photographs or and a audio visual recording.

P6/M2/D2: Learners producing their footage including the special effect should wherever possible work to a deadline and follow industry standard production processes. Learners should be taught appropriate production skills in line with commercial practices, which may be possible through teacher led skills workshops, or where possible inviting guest practitioners to the Centre. It is also important that learners adopt safe working practices in line with the media product they are producing. The Health and Safety Executive (HSE) or Broadcasting Entertainment Cinematograph and Theatre Union (BECTU) may provide learners with useful sources of information. Learners should stick strictly to their risk assessments and safe working practises. Learners consider lighting, focal length and choice of shots and camera movements in order to ensure the smooth integration of their special effect into the footage. Evidence of the learner's contribution to the production process, especially if working in a group, should be identified by the learner for instance photographs or behind the scenes footage of learner setting up and using the equipment, a section of the footage the learner was responsible for. Evidence of the learner's contribution should be supported by a witness statement from the tutor.

When editing the footage including the special effect learners should wherever possible work to a deadline and follow industry standard production processes. They should demonstrate their ability to apply appropriate editing techniques that clearly enhance their production or allow it to be used as part of a larger production for instance transitions, colour correction, additional sound/visual effects. These skills could be developed in skills workshops led by the tutor or visiting guest practitioners. Evidence of the learner's contribution to the editing process, especially if working in a group, should be identified by the learner for instance photographs of learner using the equipment to edit, a section of the edited production the learners was responsible for. Evidence of learner editing should be supported by a witness statement from the tutor.

Learners should seek to evidence the grading criteria through a variety of mediums, (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) which highlight their particular strengths, however learners should be encouraged to stretch their skills and knowledge by using a range of mediums to evidence their work.

Learners could consider evidencing this unit as a behind the scenes DVD extra, especially if the learner is planning on linking the unit with another production unit such as unit 41.

RESOURCES

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and learners should be encouraged to gather information from a variety of sources.

Some suggested resources are intended for tutor use. The resources in this section were current at the time of production.

Books

Rickitt, R & Harryhausen,R (2006)	<i>Special Effects: The History and Technique</i> Aurum Press Ltd
Hamilton, J (2007)	<i>Special Effects</i> Focal Press
Wilkie, B (1996)	<i>Creating Special Effects for TV and Video</i> Focal Press (3rd edition)
Debreceni, T (2009)	<i>Special Makeup Effects for Stage & Screen: Making and Applying Prosthetics</i> Focal Press
Vinther, J (2003)	<i>Special Effects Make-up: For Film and Theatre (Special Effects) (Backstage)</i> Methuen Drama

Websites

www.pyrotechnology.co.uk

www.makeupeffects.co.uk

LINKS TO NOS

Skillset – Props (2006)

- PrP 3** Plan and monitor the manufacture of props to meet production needs
- PrP 4** Store props
- Prp 6** Make, produce or assemble non technical props and dressing in house
- Prp 7** Prepare studio or location for each day's shoot
- Prp 8** Show artists how to use props
- Prp 9** Care for props
- Prp 10** Manage the continuity of hand props and set dressing during production

Skillset – Hair and Makeup (2005)

- HM7** Apply special effects to change the performer's appearance
- HM13** Cast and make small prosthetic pieces and bald caps
- HM14** Apply, maintain and remove prosthetic pieces and bald caps
- HM15** Produce original lifecasts or prosthetic pieces
- HM16** Create prosthetics

ENTO – Health and Safety Standalone Units

- HSS1** Make sure your own actions reduce risks to health and safety
- HSS6** Conduct a health and safety risk assessment of a workplace



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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